

**SAN JOSE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION**

**EDSE 216 A: TEACHING READING AND LANGUAGE ARTS TO
STUDENTS
WITH MILD/MODERATE (M/M) DISABILITIES
SPRING 2016**

Professor Angela E. Rickford

Class: Monday 4:00-6:45 p.m. Office Hrs: Mon. 3:00-4:00 or by appt.
Phone: 408-924-3681 Office: Sweeney Hall 236
E-Mail: arickford@gmail.com

COLLEGE MISSION

The mission of the College of Education is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in our culturally diverse, technologically complex global community.

DEPARTMENT MISSION

The mission of the Department of Special Education is to prepare professionals to be competent in educating individuals with special needs from birth to adulthood across a variety of environments. We accomplish this goal in collaboration with faculty members from the Department of Teacher Education and service providers. Together we promote excellence and equity in our curriculum for all students.

COURSE CONTENT AND STRUCTURE

This course is designed to provide K through 12 teachers with the knowledge and skills they need to function effectively in today's multicultural, multilingual and multiethnic classrooms. It provides specialized training in reading, writing and language arts methodology (listening and speaking) with an emphasis on teaching advanced skills to elementary, middle, and secondary education students. The course will explore current (and past) perspectives on teaching reading, including controversial issues such as the phonics versus whole-language debate, state-mandated phonics-based reading instruction for emergent and slow readers, Explicit Instruction, Differentiated Instruction, Reading Recovery, Response to Intervention, and other programs, and expose students to the very latest theories

and research on issues in assessment, curriculum, and instruction. The course will also address The Common Core Standards that are being adopted by California Schools, the goals for student mastery in English Language Arts, and strategies teachers can employ to build the knowledge and skills students need to succeed in Literacy Learning.

Further, it will explore the challenges and frustrations that language arts teachers face in today's classroom, and brainstorm appropriate techniques for overcoming them, while simultaneously incorporating teachers' positive experiences and expertise into its collaborative framework. One aim of the course is to explore, understand, and critically analyze the evolving shape of literacy education in the State of California, and provide teachers with the full range of skills and expertise that they need to achieve excellence in the planning and execution of their Reading, Writing, and Language Arts Curriculum. As its title suggests, the course will also focus on principles and guidelines for teaching students with mild reading disabilities, including English Language Learners, an important emphasis, given the fact that a conservative estimate identifies about two out of every ten students in "regular" education classrooms as either borderline or "special" education students, as well as the fact that a significant number of students in public education in California have English as a second language. In addition, in order to include students interested in pursuing Reading strategies for the Deaf and Hard of Hearing community, the course will have an embedded focus on multi-sensory instruction throughout, including visual, (auditory), kinesthetic and tactile elements.

COURSE DESCRIPTION

In Part 1 of the course (the first two weeks) and as a foundation to it, we will study the socio-cultural propensities of diverse groups of students and their families, and investigate modern concepts of teaching "other people's children". The objective here is for us to understand all the students we teach as a prerequisite to refining pedagogy in teaching them. We will also discuss emerging theories of culturally relevant pedagogy in teaching and serving ethnically diverse student groups and second language learners. Most importantly, we will discuss the causes and manifestations of reading disabilities including dyslexia, its diagnosis, effects, and treatment.

In Part 11 of the course (the remaining fourteen weeks), we will focus primarily on a componential model of teaching reading and writing, designed to give us an opportunity to explore distinct domains in literacy, while at the same time focusing on the integration of skills. This part of the course will highlight the scientific research literature on reading, and its

implications for reading instruction based on the evidence based assessment report of the National Reading Panel. It will also be anchored in the Reading/Language Arts Framework for California Public Schools Kindergarten through Grade 12: (2007), and the English Language Development Standards (2012) created by the California Dept of Education, Sacramento. The four essential components that we will examine throughout the course are discussed below. Note that there is a "practitioner" piece to each component, in which teachers will be trained to "practice" what we "preach" during the course. In short, the course will act as a laboratory in terms of its content and training, to prepare teachers for practical intervention in their K through 12 classrooms.

1. Teaching Decoding through phonemic analysis and phonological awareness exercises, with instruction in systematic, sequential phonics and attention to the particular needs of English Language Learners. Teachers will learn techniques for assessing students who have difficulty differentiating sounds and grasping "the phonemic principle", viz. that spoken words and syllables are composed of a specific sequence of individual speech sounds. Using the TOPA (Test of Phonological Awareness Skills), ROLA (Reading and Oral Language Assessment) and other instruments, they will diagnose struggling readers in their own classrooms, generate exercises to help them overcome their difficulty with sounds, and document the success of their intervention in this area. Similarly, teachers will be required to demonstrate expertise in teaching explicit, systematic, sequential phonics instruction in their respective classrooms, by planning, executing, and reporting back on lessons delivered on the teaching of selected letter-sound combinations.
2. Vocabulary and Spelling development : Teachers will learn techniques for teaching explicit Vocabulary Development, with particular attention to strategies designed to facilitate English Language Learners such as word webs, word analysis, word boxes, definitions (based on the lexicographer model), attention to precision in word usage, the relevance of cognates (particularly for L1 Spanish speakers), and the use of semantic and syntactic context clues. Again, using the model of the practitioner, teachers will practice first classifying, categorizing, and organizing students' vocabulary contributions to given concepts when using webs, boxes, etc., in preparation for modifying and supporting their K-12 students not only in learning, understanding, and remembering new vocabulary items,

- but also in applying them in speaking and writing, and in reading fluently
3. Teachers will also learn to identify which spelling stage students have reached in their development, based on practice with authentic samples, and to situate spelling practice within the field of their students' vocabulary learning while reading connected text. Additionally, they will be exposed to some of the features of first languages (Spanish, Mandarin, Urdu etc.) that may reveal themselves in students' spelling errors, and impact and interfere with their learning of English as a second language.
 4. Narrative structural analysis, narrative appreciation, comprehension, and composition: the role of ethno-cultural narratives. Teachers will understand the importance of culturally congruent literature selections in teaching their ethnically diverse students. They will learn explicit instructional strategies to be used in teaching reading comprehension of narrative texts. They will understand the critical role that the attention to structure plays in comprehension, and explore the application of four specific structures as a scaffold for teaching their students comprehension of narratives: the conceptual map, the story graph, the character weave, and the episodic analysis chart. Teachers will use real stories from their school's basal texts and reading/language arts adoptions to practice these structures in preparation for literature study and literary analysis in their own classrooms. They will also learn techniques for constructing strategic questions embedded in the structure of texts, that will help their students better and more fully comprehend (and compose) narratives. Similar instructional modifications will be appropriate for teaching comprehension of expository texts.
 5. Comprehension of expository (Content-Area) reading and writing . As with narratives, teachers will study the structure of expository texts. They will focus on the six types of paragraph used in this genre: listing, descriptive, sequential, compare-contrast, cause-effect, and problem-solving, and learn to identify, recognize, and teach these paragraph types explicitly to their students as a foundation to the comprehension of expository texts found in content area teaching. They will also learn the value of certain elements in teaching exposition: predicting, questioning, discussing, summarizing etc., and

the role these play in instructional approaches to this genre such as KWHL, SQ3R, QTA, VRG, Reciprocal Teaching, and so on. Additionally, they will understand the importance of explicitness in teaching comprehension of complex texts, including attention to structural markers such as the topic sentence, thesis statement, main idea, signal words, connectives, examples, illustrations, analogies, and so on. Again here, they will use text materials from their own classrooms in preparation for application. Finally, note that attention to student-friendly approaches to learning, and modifications to support English Language Learners is a focus of the entire course.

In addition, we will study a comprehensive range of topics that will support this layered approach and include the work of several researchers in our discussion. Topics will include the study of various types of questioning, assessing readability levels, designing group work, promoting writing, including process writing and interactive writing, the teaching of multiple varieties of literature and literacy analysis (drama, poetry, the novel), transactional strategies instruction and other content area strategies and general assessment practices relevant to the teaching of Reading.

Throughout the course teachers will be schooled in strategies that support explicit instruction, and structured, guided and independent practice. Emphasis will also be placed on writing conventions and applications, and in the practice of fostering active listening, poised speaking, fluent reading and refined writing in their K-12 students. Throughout the course, we will focus on the diverse set of “literacies” students now (2014 onwards) need to be conversant with in order to negotiate their emerging world: cultural, cognitive, constructive, communicative, creative, critical and so on. Please note that this course also covers the content knowledge teachers will need to succeed in the Reading Instruction Competency Assessment Examination (RICA) that they are required to take.

RICA CONTENT SPECIFICATIONS

Five Domains of Knowledge are required for success at the RICA examination. They are as follows:

Domain 1--Planning, Organizing and Managing Reading Instruction Based on Ongoing Assessment.

Domain 2—Word Analysis

Domain 3—Fluency

Domain 4—Vocabulary, Academic Language, and Background Knowledge

Domain 5—Comprehension

Please note that the course is designed to cover ALL of these areas.

Knowledge and Information on these five domains will be embedded in the course content throughout the semester.

COURSE PRE-REQUISITES

Students must be either current teachers or reading consultants or preparing to receive their teaching credentials. Students who enroll in the course will be expected to take an active role in their learning and development and to complete reading, written work, and other assignments well and on time. The course will uphold the belief that in order for the language arts teacher to achieve excellence in her/his craft, the teacher herself/himself must exhibit excellence in reading and writing. Students will therefore be expected to complete a significant amount of reading and writing assignments during this course. We will hold a closing conference at the end of the course at which teachers will make “poster” presentations of a major piece of work—the Language Arts Unit (LAU)—produced as a demonstration and culmination of the new learning that occurred during the course. Students work collaboratively on the preparation and presentation of the LAUs, and are expected to implement them in their own teaching at the end of the course. Sample presentations prepared by students in the previous year(s) will be available for observation and scrutiny. **(Due DECEMBER 7, 2015)**

CORE STANDARDS FOR M/M DISABILITIES SPECIALIST CREDENTIALS ADDRESSED IN COURSE

The Course is also designed so that participating students will meet the requirements to satisfy the following State of California core curriculum standards when applied to the area of Reading/Language Arts Methods.

Program Standard 9: Preparation to Teach Reading/Language Arts

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in the other education specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners (including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners) who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

Programs will prepare Early Childhood Special Education candidates to provide literacy program aligned to The Infant Toddler Learning and Development Foundations and Preschool Learning Foundations.

	Reading	Writing	Listening and Speaking
Instruct- ional Planning/ Objectives/ Design	<ul style="list-style-type: none"> • Strategic selection and sequencing of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. • Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills. 		
	Reading	Writing	Listening and Speaking
Instruct- ional Delivery	<p>1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:</p> <ul style="list-style-type: none"> • word analysis • fluency • vocabulary, academic language, and background knowledge • reading comprehension • literary response and analysis <p>2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • orientation (e.g., engagement, teacher demonstration) 	<p>Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • The systematic progression of instruction and application of foundational writing strategies, applications, and conventions • Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision • Writing applications according to genres (grade-level appropriate) and their characteristics • Writing conventions appropriate to grade level standards (i.e. 	<p>Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing. • Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral

	Reading	Writing	Listening and Speaking
	<ul style="list-style-type: none"> • presentation (e.g., explicit instruction, modeling, pacing) • structured practice (e.g., reinforcement, questioning, feedback) • guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application • independent practice (e.g. opportunities for students to show level of mastery) 	sentence structure, grammar, punctuation, capitalization and spelling).	and media communication (grade-level appropriate).
	Reading	Writing	Listening and Speaking
Assessment	<ul style="list-style-type: none"> • Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). 		Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students' progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.
	Reading	Writing	Listening and Speaking
Universal Access/ Differentiated	Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i> . For example: <ul style="list-style-type: none"> • using all components of California SBE-adopted core instructional materials 		

	Reading	Writing	Listening and Speaking
Instruction	<p>to make grade-level content accessible to all students</p> <ul style="list-style-type: none"> • recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups) • For Special Education students this could include remediation, accommodations, and modifications. • using flexible grouping, individualized instruction, and whole-class instruction as needed • using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i> 		

D/HH Standard 4: Language and Cognitive Development Strategies

Candidates demonstrate the knowledge of and ability to apply techniques to engage students in the learning process in order to develop age appropriate language and cognitive skills. These techniques cover both visual (signed) and/or auditory (spoken) input, for students who are deaf or hard of hearing including those who are deaf-blind with additional disabilities.

ASSIGNMENTS

1. One Article Report (AR) (**due FEBRUARY 8**) on an article from a journal or textbook to be provided. The Article Report will be judged on substance, creativity, and style.
2. Two Book Reviews (BRs) (**due FEBRUARY 29; MARCH 21**) from literacy texts on the required reading list. The Book Reviews should provide a summary of content. Students will be expected to summarize at least three to four main points from each article or chapter assigned.
3. In-Class individual and Group Projects. Active participation in class discussions and presentations is recommended.
4. A detailed Case Study (CS) of a challenge in the teaching of reading (and/or writing) which you have encountered or observed in an elementary or secondary school classroom. Materials for the Case Study will be provided. (**due APRIL 11**).
5. A Language Arts Unit for your classroom. You will be expected to incorporate the theories, principles, and applications encountered in class lectures and presentations, discussions and readings (**due MAY 9**).
6. Attendance is absolute. Because the ability to read undergirds all other subject areas in school, and because the course is tightly structured so that every session forms a critical piece of the entire course mosaic,

signing up for the course is taken as a commitment to full attendance, punctuality, and participation.

ONLINE REFERENCES

The Common Core Standards: <http://www.corestandards.org>

Reading/Language Arts Framework for California Public Schools, K-12, Current version.

REQUIRED TEXTS

*Bos, C. & Vaughn, S. (2011). Strategies for teaching students with learning and behavior problems: Allyn and Bacon. **Required (any edition will do).**

*Gaines, Ernest J. (1993). A lesson before dying. New York: Random House. **Required.**

*Rickford, Angela E. (1999). I can fly: Teaching narratives and reading comprehension to African American and other ethnic minority students. Maryland: UPA. **Required.**

GRADING CRITERIA

Grading is based on completion of all assignments. Grades given will reflect the extent of excellence demonstrated in assignments and activities throughout the course--A, B, C, D, or F. The Language Arts Unit counts as the Final Examination; it is the most comprehensive and heavily weighted course assignment.

Activity	Total points	Due Date
Article Reports	10	2/08
Book Reviews	30	2/29;03/21
Class Assignments and Attendance	10	On going
Case Study	20	04/11/16
Language Arts Unit	30	MAY 09

Incompletes will be granted only if 80% of the work has been done (regular attendance and active participation are required).

PLEASE NOTE THAT THERE WILL BE NO CLASS MEETING ON MONDAY, APRIL 11, 2016 (CONFERENCE)

GRADING RUBRICS

Article Review (FEBRUARY 8)

9 1/2-10:	A+	Exceeded Expectations
8-9:	A	Thorough, insightful, and well-written
7-7 1/2:	B	Competent.
Below 7	C	Paper did not fulfill specified requirements.

(8 points awarded for substance, such as inclusion and-or consideration of main points of article in the critique; 2 points for organization, coherence of ideas, presentation and style, spelling, syntax and sentence structure).

Questions?

Bos & Vaughn + Rickford Notes: (FEBRUARY 29, MARCH 21)

14 1/2-15:	A+	Thorough Notes. Insightful Comments. No errors or typos. Excellent Work.
13-14	A	Notes well-written. Careful work, minimal errors. Very Good Work.
12-12 1/2:	B+/A-	Competent. Good Work.
>12	B	Paper did not fulfill specifications.

Case Study (APRIL 11):

18 1/2-19 1/2:	A+	Exceeded Expectations
17-18:	A	Thorough, insightful, and well-written
16 1/2-15:	A-/B+	Competent.
>14	B	Did not fulfill specified requirements. (Inadequate Content & Organization.)

(10 points will be given for executing tests and description of subject's performance; 10 points for analysis, diagnosis, and recommendations).

LANGUAGE ARTS UNIT (FINAL EXAM) DUE MONDAY MAY 9, 2016

FEEDBACK ON ASSIGNMENTS

Because of the design of the course, there will be significant feedback on assignments done in class. Please pay close attention during these discussions, as they will complement the course reading and lectures. Less feedback will be given for “routine” assignments such as content summaries.

KNOWLEDGE BASE ON WHICH COURSE IS STRUCTURED

The course will approach each of these four broad components by examining its theoretical perspective as a foundation for investigating practical methods and practicing applications. Upon completion of the course, students will be versed in state-of-the-art principles, guidelines, techniques, strategies, and methods for teaching all aspects of literacy--reading, writing, and literature. The overarching aim of the course is to change the way teachers think about their craft in general, and specifically discussing and applying strategies to teach literacy to diverse students and students with learning disabilities.

1. More specifically, teachers will have acquired knowledge and understanding of how children learn, from the most recent perspectives of literacy theories, rhetoric and logic, and cognitive psychology, and brain research.
2. They will understand that rhetorical techniques that support critical literacy can be taught from the early grades on through high school.
3. they will also recognize that although students vary widely in the experiences that they bring to the classroom, their potential for linguistic, cognitive, and metacognitive growth is remarkably constant for children of varying backgrounds.
4. They will come to understand that the key to the development of intellectual potential is the acquisition of effective organizational strategies.
5. They will also learn that in the school setting, the foundations for practical realization of the above-mentioned principles is a fundamental change in the design and the configuration of the daily lesson, in teachers' competency, training, and subject matter knowledge, and in constant reflection on and critique of their own teaching.
6. Finally, teachers will appreciate that literacy for tomorrow's students requires them not only to read and write, but also to possess an explicit

understanding of how language operates for thinking and communicating in a technologically complex world.

As mentioned above, the substance of the course has been aligned closely with the Content Standards and Instructional Practices outlined in the 1999 Reading and Language Arts Framework for California Public Schools from Kindergarten through Grade 12, and the new Standard 7A for education specialists.

At the conclusion of this course, teachers will have been groomed to become effective change agents and leaders in their schools and communities.

LIST OF COURSE COMPETENCIES

1. Perspectives on the Teaching of Reading: theories and research
2. Influence of Culture on Education
3. What we now know about how Children Learn
4. What we now know about how Children learn to Read and Write
5. Techniques for Teaching Students of Diversity and Students with Reading Difficulties Teaching
6. Teaching Decoding through Direct Instruction in Phonemic Awareness, and teaching phonics using published materials
7. Strategies for Building Vocabulary and Teaching Accurate Spelling
8. Strategies for Teaching Narrative Appreciation and Comprehension (Story Grammar, Mapping, Structure and Analysis)
9. Understanding and Teaching Expository Structures: Content Area Instruction, Comprehension Monitoring, Graphic Organizers and Summarization.
10. Questioning Techniques (Question Answering and Question Generation)
11. The Function of Readability Levels
12. Effective Grouping Techniques (groups and levels, cooperative learning)
13. Promoting and Teaching Writing
14. Teaching Literature and Literary Analysis
15. Assessment Practices

RECOMMENDED USES OF TECHNOLOGY

Students will familiarize themselves with methods of accessing information for use in the course through the multiple data bases available on network systems. We will also discuss and examine ways in which technology could aid literacy development in the K through 12 years. Students are expected to browse the following web sites and use the information contained therein to enhance their practice in the classroom:

National Center to Improve Practice in Special Education through Technology, Media, and Materials <http://www2.edc.org/NCIP/library/toc.html>

Technology and Learning Styles

[http://www.bergen.org/ETTC/courses/Learning Styles/LS](http://www.bergen.org/ETTC/courses/Learning%20Styles/LS)

Technology.html

Girl Tech--What we can do to get Girls involved in Technology

[http://www.girltech.com/Teachers/TEmenu frame.html](http://www.girltech.com/Teachers/TEmenu%20frame.html)

International Reading Association-Model lessons can be viewed at

<http://www.readwritethink.org>

GRIEVANCE PROCEDURES

A copy is available online at www.sjsu.edu under “Students’ rights and responsibilities”.

ACCOMMODATIONS

If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. University policy requires that students register with the Disabilities Resource Center to receive accommodations and support.

PLAGIARISM

University regulations require that instructors report any instance of academic dishonesty to the Judicial Affairs Officer. One form of academic dishonesty is plagiarism – taking ideas, writing, or work from another person or source and representing them as one’s own. Plagiarism includes both having someone else write your papers and cutting/pasting from the Internet. For advice on how to avoid plagiarism, consult the following website:

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

NOTE:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus (Senate Policy S12-3).

CELL PHONES

Cell Phones must be silenced for the entire duration of the class.

LAPTOPS

PLEASE RESTRICT YOUR USE OF COMPUTERS TO MAKING NOTES ON THE COURSE. Reading of e-mail and other computer-based activities are not allowed during class.

**PLEASE NOTE THAT THERE WILL BE NO CLASS MEETING ON
MONDAY, APRIL 11, 2016 (CONFERENCE)**

REFERENCES

- Adams, M. (1990). Beginning to read: Learning and thinking about print. Cambridge, MA: MIT Press.
- Allington, R. L. (1998). teaching struggling readers: Advice for helping children with reading/learning disabilities. IRA: New York.
- Applebee, A. N. (1979). Children and Stories: Learning the rules of the game. Language Arts, No. 6, 641-646.
- Applebee, A. N. (1980). Children's narratives: New directions. The Reading Teacher, November, 1980, 137-142.
- Archer, A., Flood, J., Lapp, D., Lungren, L. (1989). Phonics for reading. MA: Curriculum Associates
- Au, K.H. (1993). Literacy instruction in multicultural settings. Texas: Harcourt Brace.
- Ball, A. (1992). Cultural preference and the expository writing of African American adolescents. Written Communication. Vol 9, #4, 501-532.
- Beck,-I. Mc Kweon et al. (). Choosing words to teach (Chapter 2., pp. 15-30). In Bringing words to life: Robust vocabulary instruction. NY: Guilford Press.
- Bereiter, C. & Scardamailia, M. (1987). The psychology of written composition. Hillsdale, New Jersey. Lawrence Erlbaum Associates Publishers.
- Brown, R. & Pressley, M. et. al. (1996). A quasi-experimental validation of transaction instruction with low achieving second grade readers. Journal of Educational Psychology, 88.
- Calfee, R. & Chambliss, M. (1988). Beyond decoding: Pictures of Expository prose. Annals of Dyslexia, Vol. 38, 243-257.
- Calfee, R. C. (1990). School-wide programs to improve literacy instruction for students at-risk. In B. Means & M. Knave (eds.), Teaching advanced skills to educationally disadvantaged students. SRI International.
- Center for the future of teaching and learning (1997). What we now know about how children learn to read. Santa Cruz, CA: Pacific Bell Foundation.
- Chuska, K. (1995). Improving classroom questions: A teacher's guide to increasing student motivation, participation, and higher-level thinking. Indiana: Phi Delta Kappa Educational Foundation.
- Clay, M. & Cazden, C. (1992). A Vygotskian interpretation of reading recovery. In Cazden, C. B. (Ed.). Whole language plus: Essays in literacy in the United States & New Zealand. New York: Teacher's College Press.

- Cohen, E.G. (1986). Designing group work: Strategies for the heterogeneous classroom. Columbia: Teachers College.
- Cunningham, P. M. (2000). Phonics they use: Words for reading and writing. New York: Longman.
- Dahl, K. & Farnan, N. (1996). Children's Writing: Perspectives from research. Delaware. International Reading Association.
- Delpit, L. (1995). Other People's Children. New York : The New Press.
- Dixon, A. & Dingus, J. (2007). Tyranny of the majority: Re-enfranchisement of African American teacher educators teaching for democracy. Journal of Qualitative Studies in Education, #6, Nov.-Dec; 639-654.
- Ehri, L. C. (1991). Development of the ability to read words. In R. Barr, M. Kamil, P. Mosenthal, and P. D. Pearson (Eds.), Handbook of Reading Research, Vol. 2, New York: Longman.
- Farr, M. & Daniels, H. (1986). Language diversity and writing instruction. New York, Eric Clearinghouse.
- Frey, N. & Fisher, D. (2007). Reading for Information in elementary school. New Jersey: Prentice Hall.
- Garcia, E. (1995). Educating Mexican American students. Past treatment and recent development in theory, research, policy, and practice. In Banks, J.A. & Banks, C.M. (Eds.) Handbook of research on multicultural education. USA: Macmillian Publishing.
- Gersten, R., Fuchs, L., Williams, J., & Baker, S. (2001). Teaching Reading Comprehension Strategies to Students with Learning Disabilities: A Review of Research: Review of Educational Research 71:2, 279-320
- Gill, C. & Scharer, P. (1996). Why do they get it on Friday and misspell it on Monday? Teachers inquiring about their students as spellers. Language Arts, vol. 73: 96.
- Goodman, K. (1991). Whole language: what makes it whole? In Power, B. M. & Hubbard, R. (Eds.). Literacy in process. Portsmouth, New Hampshire: Heinemann.
- Green, G.M. (1987). Some Perspectives on Children's Literature in Elementary School Reading Programs. Paper presented to The Children's Literature Institute, N. Illinois University.
- Henry, M. (1990). Words. Autstin, Texas: Pro-Ed.
- Hollins, E. (1996). Culture in school learning. New Jersey: Lawrence Erlbaum Associates.
- Honig, B. (1996). Teaching our children to read. The role of skills in a comprehensive reading program. Thousand Oaks, CA: Corwin Press.
- Kirby, P. (1996). Teacher questions during story-book readings: Who's building whose building? Reading, Vol. 30, #1, 353

- Kozol, J. (1991). Savage inequalities: Children in America's schools. New York: Crown.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32: 465-492.
- Lucas, T. Henze, R. & Donato, R. (1991). Promoting the success of Latino language-minority students: An exploratory study of six high schools. In M. Minami & B. Kennedy (Eds.). Language issues in Literacy and bilingual/multicultural education. Cambridge: Harvard Educational Review.
- Lukens, R.J. (1999). A critical handbook of children's literature. New York: Longman.
- Lyon, G. R. (1995b). Toward a definition of dyslexia. Annals of Dyslexia, 45, 3-27.
- Maldonado-Colon, E. (2003) Developing the foundations of literacy: Oracy. In E. Dura's et al., Eds., Systematic instruction in reading for Spanish Speaking students (pp. 19-43).
- Maldonado-Colon, E. (1992). Cultural integration of children's literature. In J.V. Trnajero and A.F. Ada, Eds., The Power of two languages: Literacy and biliteracy for Spanish –speaking students. NY: Macmillan/McGraw-Hill. Springfield, IL: Charles Thomas Publisher.
- Moats, L.C. and Lyon, G.R. (1996). Wanted: Teachers with knowledge of language. Topics in Language Disorders, 2:96.
- Nagy, W. (1988). Teaching vocabulary to improve reading comprehension. Urbana, Illinois: NCTE.
- National Reading Panel (1999). Teaching children to read. An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.
- Reading/Language Arts Framework for California Public Schools Kindergarten through Grade 12: (1999). California Dept. of Education, Sacramento.
- Rickford, A. E. (1999). I can fly: Teaching reading and narrative comprehension to African American and other ethnic minority students. Lanham, Maryland: University Press of America.
- Rickford, A. E. (2002). The effects of teacher education on reading improvement. Journal of Reading Improvement
- Rickford, J. R. & Rickford, A. E... (1995). Dialect readers revisited. Linguistics and Education 7, 107-128.
- Rosenblatt, L. M. (1983). Literature as exploration (4th edition). New York: The Modern Language Association of America.
- Rouch, R. & Birr, S. (1
- Rupley, W., Logan, J., & Nichols, W. (1999). Vocabulary instruction in a balanced reading program. The Reading Teacher, 52:4.

- Salembler, G. B. (1999). Scan and Run: A reading comprehension strategy that works. In Journal of Adolescence and Adult Literacy. 42:5
- Shankweiler, D. (1989). How problems of comprehension are related to difficulties in decoding. In D. Shankweiler and I. Liberman (Eds.), Phonology and Reading Disability: Solving the Reading Puzzle. Ann Arbor, Michigan: University of Michigan Press.
- Singham, M. (2003). The achievement gap: Myths and reality. Phi Delta Kappan, April, 2003; pp.586-591.
- Strickland, D. (1998). Teaching phonics today: A primer for educators. Newark, Delaware: IRA.
- Tompkins, G. (1991). Language Arts: Content and Teaching Strategies. Ohio: Merrill-Prentice Hall.
- Valencia, S., Hiebert, E. & Afflerbach, P. (1994). Authentic reading assessment: Practices and possibilities. Delaware. International Reading Association.

